Houghton Mifflin Harcourt
Trophies © 2007

correlated to the

Common Core State Standards Initiative for English Language Arts (2010)
Grade 3

Standard	Descriptor	Citations
Reading: Literature		
	Key Ideas and details	
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	SE 3.1: 35, 62, 94, 244, 296, 348 SE 3.2: 29, 112, 161, 185, 213, 391 TE 3.1: 34, 62, 94, 224J, 224, 227, 229, 233, 237, 244, 348 TE 3.2: 28, 112, 146J, 151, 157, 160, 173, 184, 194J, 199, 211, 212, 233, 269, 379, 390
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	SE 3.1: 126, 178, 300, 352, 404 SE 3.2: 90, 114, 218, 344 TE 3.1: 126, 178, 290, 300, 316, 346, 352, 404 TE 3.2: 80, 88, 90, 114, 218, 344
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	SE 3.1: 34, 96, 244, 300, 320, 326 SE 3.2: 161, 164, 320 TE 3.1: 18, 30, 34, 46, 58, 72, 76, 82, 90, 96, 104, 108, 112, 164, 172, 192, 194, 230, 244, 260, 288, 300, 308, 314, 318, 320, 326, 336, 342, 360, 362, 374, 398 TE 3.2: 18, 24, 26, 40, 46, 48, 68, 72, 78, 104, 110, 128, 132, 150, 156, 160, 164, 182, 202, 304, 310, 320, 330, 338, 382

Standard	Descriptor	Citations
	Craft and Structure	
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	TE 3.1: 20, 52, 76, 109, 112, 166, 193, 223K, 334, 363, 394 TE 3.2: 35A–35B, 59C, 93D, 203, 208, 247, 387
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	TE 3.2: 118J, 127, 129, 241, 258
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	SE 3.1: 326 TE 3.1: 211, 287, 326
	Integration of Knowledge and Ideas	
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	SE 3.1: 300 TE 3.1: 23, 300 TE 3.2: 255J, 377
RL.3.8	(Not applicable to literature)	
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	SE 3.1: 38, 96, 178, 326, 384 SE 3.2: 90, 114, 320 TE 3.1: 38, 96, 178, 326, 384 TE 3.2: 90, 114, 320

Standard	Descriptor	Citations
	Range of reading and Level of text Complexity	
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	SE 3.1: 16–35, 44–62, 70–94, 102–119, 158–175, 226–244, 284–297, 306–320, 332–348, 358–380, 382–383, 396–397, 398–399, 400–401, 402–403 SE 3.2: 16–29, 38–50, 62–89, 96–112, 120–135, 136–139, 148–161, 196–213, 224–253, 302–317, 326–340 TE 3.1: 16–35, 44–62, 70–94, 102–119, 158–175, 226–244, 284–297, 306–320, 332–348, 358–380, 382–383, 396–397, 398–399, 400–401, 402–403 TE 3.2: 16–29, 38–50, 62–89, 96–112, 120–135, 136–139, 148–161, 196–213, 224–253, 302–317, 326–340

Standard	Descriptor	Citations
Reading: Informational Text		
	Key Ideas and details	
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	SE 3.1: 147, 198 SE 3.2: 185, 289, 362, 411 TE 3.1: 146, 198, 265 TE 3.2: 173, 185, 269, 289, 364, 410
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	TE 3.1: 136, 138, 186, 216, 264 TE 3.2: 168I, 172, 174, 176, 180, 216, 262I, 266, 272, 276, 356, 394
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	SE 3.1: 122–125 TE 3.2: 122–125
	Craft and Structure	
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	SE 3.1: 182–183, 256–257 SE 3.2: 168–169, 262–263, 348–349, 400–401 TE 3.1: 130L, 182–183, 256–257 TE 3.2: 168–169, 262–263, 348–349, 400–401
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	SE 3.1: 200–201, 202, 220 TE 3.1: 142, 147, 186, 187, 200–201, 202, 206J, 213, 215, 220, 250, 350 TE 3.2: 174, 175, 354, 362, 400I, 400J, 405, 400
RI.3.6	Distinguish their own point of view from that of the author of a text.	N/A

Standard	Descriptor	Citations
	Integration of Knowledge and Ideas	
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	SE 3.2: 352–353 TE 3.2: 178, 369A–369B, 369L, 399C
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	SE 3.1: 274 TE 3.1: 122, 124, 136, 138, 140, 200, 260, 266, 270, 274 TE 3.2: 52, 54, 178, 182, 272, 274, 280, 282, 352, 358, 360, 362, 404, 406, 408
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	N/A
	Range of reading and Level of text	
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	SE 3.1: 120–125, 132–147, 184–198, 200–201, 208–217, 258–274 SE 3.2: 52–55, 216–217, 264–289, 292–293, 350–351, 402–411 TE 3.1: 120–125, 132–147, 184–198, 200–201, 208–217, 258–274 TE 3.2: 52–55, 216–217, 264–289, 292–293, 350–351, 402–411

Standard	Descriptor	Citations
Reading Standards: Foundational Skills		
	Phonics and Word recognition	
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	TE 3.1: 303C, 304I, 308, 314, 328–329, 355B, 356I, 362, 364, 372, 386–387, 387A TE 3.2: 35C, 35D, 168L, 194L, 297C, 323I, 399K
RF.3.3b	Decode words with common Latin suffixes.	TE 3.1: 304I, 356I
RF.3.3c	Decode multisyllable words.	TE 3.1: 41A, 153C, 255A, 293, 388L TE 3.2: 193C, 221A, 369C, 399A, 417A
RF.3.3d	Read grade-appropriate irregularly spelled words.	TE 3.1: 181I–181J TE 3.2: 297I–297J, 417G–417H
	Fluency	
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.3.4a	Read on-level text with purpose and understanding.	TE 3.1: 33, 156J, 161, 165, 171, 189, 249, 371 TE 3.2: 14J, 19, 23, 25, 41, 67, 99, 105, 125, 131, 155, 236, 279, 285, 311, 370J, 383
RF.3.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	TE 3.1: 61, 93, 117, 130J, 137, 141, 145, 173, 197, 215, 243, 273, 295, 319, 347, 379, 393, 401 TE 3.2: 25, 49, 81, 111, 133, 159, 183, 245, 251, 262J, 281, 287, 315, 339, 348J, 353, 361, 363, 389, 409
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TE 3.1: 14J, 21, 23, 31, 81, 87, 91, 107, 109, 139, 169, 231, 356J, 261, 262, 267 TE 3.2: 104, 168J, 175, 177, 183, 209, 331

Standard	Descriptor	Citations
Writing Standards		
	Text Types and Purposes	
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	SE 3.1: 131, 174 TE 3.1: 131, 146, 174, 303E–303F, 329E–329F, 355E–355F, 387E–387F
W.3.1b	Provide reasons that support the opinion.	SE 3.1: 131, 174 TE 3.1: 131, 146, 174, 303E–303F, 329E–329F, 355E–355F, 387E–387F
W.3.1c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	N/A
W.3.1d	Provide a concluding statement or section.	TE 3.1: 303E–303F, 329E–329F, 355E–355F, 387E–387F
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	SE 3.1: 178 SE 3.2: 258 TE 3.1: 179, 181E–181F, 205E–205F, 223E–223F, 255C–255D, 279C–279D TE 3.2: 35E–35F, 59E–59F, 93E–93F, 117C–117D, 259
W.3.2b	Develop the topic with facts, definitions, and details.	TE 3.1: 181E–181F, 205E–205F, 223E–223F, 255C–255D TE 3.2: 35E–35F, 59E–59F, 93E–93F, 117C–117D
W.3.2c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	N/A
W.3.2d	Provide a concluding statement or section.	TE 3.1: 205E–205F TE 3.2: 35E–35F, 59E–59F, 93E–93F, 117C–117D

Standard	Descriptor	Citations
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	TE 3.1: 99E–99F, 129C–129D, 153E–159D TE 3.2: 369E–369F, 417C–417D
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	TE 3.1: 129C–129D, 153E–159D TE 3.2: 369E–369F, 417C–417D
W.3.3c	Use temporal words and phrases to signal event order.	TE 3.1: 129C–129D TE 3.2: 417C–417D
W.3.3d	Provide a sense of closure.	TE 3.1: 99E–99F, 129C–129D TE 3.2: 369E–369F, 417C–417D
	Production and Distribution of Writing	
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	TE 3.1: 41C–41D, 67E–67F, 99E–994, 129C–129D, 153E–153F, 181E–181F, 205E–205F, 223E–223F, 255C–255D, 279C–279D, 303E–303F, 329E–329F, 355E–355F, 387E–387F, 407C–407D TE 3.2: 34E–35F, 59E–59F, 93E–93F, 117C–117D, 143C–143D, 167C–167D, 193E–193F, 221E–221F, 261E–261F, 323C–323D, 347C–347D, 368E–369F, 399E–399F, 417C–417D
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	TE 3.1: 41C–41D, 67E–67F, 99E–994, 129C–129D, 153E–153F, 181E–181F, 205E–205F, 223E–223F, 255C–255D, 279C–279D, 303E–303F, 329E–329F, 355E–355F, 387E–387F, 407C–407D TE 3.2: 34E–35F, 59E–59F, 93E–93F, 117C–117D, 143C–143D, 167C–167D, 193E–193F, 221E–221F, 261E–261F, 323C–323D, 347C–347D, 368E–369F, 399E–399F, 417C–417D
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	TE 3.1: 255D, 355F, 387F TE 3.2: 117C, 146F

Standard	Descriptor	Citations
	Research to Build and Present Knowledge	
W.3.7	Conduct short research projects that build knowledge about a topic.	TE 3.1: 156F, 182F, 224F, 282F, 330F, 388F TE 3.2: 14F, 36F, 118F, 167C–167D, 168F, 193E–193F, 194F, 221E–221F, 262F, 324F, 348F
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	TE 3.1: 130F, 156F, 182F, 224F, 282F, 330F, 388F TE 3.2: 14F, 36F, 118F, 168F, 193E–193F, 194F, 262F, 324F, 348F, 370F, 400F
W.3.9	(Begins in grade 4)	
	Range of Writing	
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	TE 3.1: 41C–41D, 67E–67F, 99E–994, 129C–129D, 153E–153F, 181E–181F, 205E–205F, 223E–223F, 255C–255D, 279C–279D, 303E–303F, 329E–329F, 355E–355F, 387E–387F, 407C–407D TE 3.2: 34E–35F, 59E–59F, 93E–93F, 117C–117D, 143C–143D, 167C–167D, 193E–193F, 221E–221F, 261E–261F, 323C–323D, 347C–347D, 368E–369F, 399E–399F, 417C–417D

Standard	Descriptor	Citations
Speaking and Listening Standards		
	Comprehension and Collaboration	
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	
SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	TE 3.1: 14G–14H, 36G–36H, 60G–60H, 94G–94H, 118G–118H, 205L, 206G–206H, 223L, 224G–224H, 255J, 256G–256H, 279J, 300G–300H, 324G–324H, 348G–348H, 370G–370H, 400G–400H TE 3.2: 14G–14H, 36G–36H, 60G–60H, 94G–94H, 118G–118H, 168G–168H, 194G–104H, 222G–222H, 262G–262H, 300G–300H, 324G–324H, 348G–348H, 370G–370H
SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	TE 3.1: 41J, 205L, 223L, 255J, 279J TE 3.2: 221L
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	TE 3.1: 99L, 129J, 153L, 223L TE 3.2: 93L, 193L, 261L, 247J
SL.3.1d	Explain their own ideas and understanding in light of the discussion.	TE 3.1: 99L, 129J, 153L, 205L, 223L, 279J TE 3.2: 93L, 193L, 261L, 247J
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TE 3.1: 14H, 42H, 100H, 256H TE 3.2: 168H, 407H
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	TE 3.1: 99L, 129J, 153L, 223L TE 3.2: 93L, 247J, 369L, 417J

Standard	Descriptor	Citations
	Presentation of Knowledge and Ideas	
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	TE 3.1: 41J, 223L, 255J, 279J TE 3.2: 35L, 117J, 261L, 347J, 369L, 417J
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	TE 3.1: 41J TE 3.2: 261L, 297L, 417J
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	TE 3.1: 41J, 223L, 255J, 279J TE 3.2: 35L, 117J, 261L, 347J, 369L, 417J
Language Standards		
	Conventions of Standard English	
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	TE 3.1: 205G–205H, 355G–355H, 387G–387H, 407E–407F TE 3.2: 35G–35H, 59G–59H
L.3.1b	Form and use regular and irregular plural nouns.	TE 3.1: 223G–223H, 255E–255H
L.3.1c	Use abstract nouns (e.g., childhood).	N/A
L.3.1d	Form and use regular and irregular verbs.	TE 3.1: 18 TE 3.2: 167E–167F, 297G–297H, 323E–323F, 347E–347F

Standard	Descriptor	Citations
L.3.1e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	TE 3.2: 221G–221H, 261G–261H
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.*	TE 3.2: 347E–347F
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	TE 3.2: 143E–143F, 417E–417F
L.3.1h	Use coordinating and subordinating conjunctions.	TE 3.1: 181G–181H
L.3.1i	Produce simple, compound, and complex sentences.	TE 3.1: 41E–41F, 181G–181H
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.3.2a	Capitalize appropriate words in titles.	TE 3.1: 329G–329H
L.3.2b	Use commas in addresses.	N/A
L.3.2c	Use commas and quotation marks in dialogue.	N/A
L.3.2d	Form and use possessives.	TE 3.1: 279E–279F
L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	TE 3.1: 41G–41H, 67I–67J, 129G–129H, 153I–153J, 181I–181J, 205I–205J, 223I–223J, 255G–255H, 279G–279H TE 3.2: 35I–35J, 59I–59J, 93I–93J, 117G–117H, 417G–417H
L.3.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	TE 3.2: 143G–143H, 167G–167H, 193I–193J, 261I–261J, 297I–297J, 323G–323H, 347G–347H, 399I–399J

Standard	Descriptor	Citations
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TE 3.1: 67A–67B TE 3.2: 93A
	Knowledge of Language	
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.3.3a	Choose words and phrases for effect.*	TE 3.1: 41D, 67F, 223L TE 3.2: 323D
L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.	TE 3.1: 99K TE 3.2: 323D
	Vocabulary Acquisition and Use	
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	
L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	SE 3.1: 68–69, 304–305 SE 3.2: 324–325 TE 3.1: 41I, 68L, 68, 194, 255I, 286, 303D, 304L, 304, 407I TE 3.2: 272, 324L, 324, 369K
L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	SE 3.1: 328–329 SE 3.2: 168–169 TE 3.1: 308, 314, 328–329, 355B, 356I, 374, 376, 386–387 TE 3.2: 75, 168L, 168, 323I, 194L, 399K
L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	N/A
L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	SE 3.2: 14–15 TE 3.1: 130L TE 3.2: 14L, 14

Standard	Descriptor	Citations
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.	
L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	TE 3.1: 20, 52, 76, 193, 223K, 334, 394 TE 3.2: 35A–35B, 59C, 93D, 143I, 203, 208, 247, 387
L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	TE 3.1: 67K, 129I, 169, 181K, 309, 315 TE 3.2: 21, 79, 209, 239, 333
L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	SE 3.1: 304 SE 3.2: 60 TE 3.1: 304, 387K TE 3.2: 60L, 60
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	TE 3.1: 14–15, 36–37, 60–61, 94–95, 118–119, 156–157, 182–183, 206–207, 224–225, 256–257, 300–301, 324–325, 348–349, 370–371 TE 3.2: 14–15, 36–37, 60–61, 94–95, 118–119, 146–147, 168–169, 194–195, 222–223, 262–263, 300–301, 324–325, 348–349, 370–371